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ABSTRACT

This paper offers some historical perspective on contrasting philosophies of professional preparation for physical education in the United States. The paper is divided into five parts, the first of which presents a brief historical review of professions in genernal, and teaching in particular. The second part is a summary of professional preparation for physical education in the United States, with emphasis on selected persistent problems. An enumeration of selected problem areas in physical education teacher education that seems to imply adherence to specific stances within educational philosophy is presented in the third part. The fourth part is a comparative analysis of the philosophical stances underlying the contrasting positions within professional preparation for physical education. The final part contains six recommended criteria for a philosophy of professional preparation for physical education. A bibliography is also included. (RC)

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HISTORICAL PERSPECTIVE ON CONTRASTING PHILOSOPHIES OF PROFESSIONAL PREPARATION FOR PHYSICAL EDUCATION IN THE UNITED STATES

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Introduction*

Historical research and and so-called philosophical research are carried out in a wide variety of ways. This brief paper represents an effort to combine one technique of historical method -- a "persistent problems" approach -- with two techniques of philosophical method -- a combination of "structural analysis" and ordinary language" approaches. The underlying hypothesis is that there have indeed been contrasting philosophies of professional preparation for physical education in the United States. More specifically, it has been hypothesized that these contrasting philosophies or positions can be classified roughly as "progressivistic," "essentialistic," or "neither" with the departmental or sub-disciplinary entity known as educational philosophy.

(As background experiences which served to give the writer some insight into these methods and techniques, a history of professional preparation for physical education in the United States from 1861 to 1961 was prepared (Zeigler, 1962, pp. 115-133). Further, a comprehensive analysis was made of physical education philosophy based on the structural analysis technique (Zeigler, 1964). A brief history and philosophical analysis of the persistent problems of physical education and sport was published subsequently (Zeigler,

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1968). Most recently a paper on the ordinarly language analysis of typical professional preparation terms was completed for presentation at Ottawa in May (Zeigler, 1974).)

The remainder of this paper will be sub-divided into five parts as follows: (1) a brief historical review of professions in general, and teaching in particular; (2) a summary of professional preparation for physical education in the United States, with emphasis on selected persistent problems; (3) an enumeration of selected problem areas in teacher education in physical education that seem to imply adherence to specific stances within educational philosophy; (4) a comparative analysis of the philosophical stances underlying the contrasting positions within professional preparation for physical education; and (5) six recommended criteria for a philosophy of professional preparation for physical education.

Historical Review of Professions (including the Teaching Profession)

Even though the idea of professions and rudimentary preparation for this type of work originated in the very early societies, it seems that the term "profession" was not used commonly until relatively recently (Brubacher, 1962, p. 47). However, centers for a type of professional instruction were developed in Greece and Rome as bodies of knowledge became available. In medieval times universities were organized when the various professional faculties banded together for convenience, power, and protection. The degree granted at that time was in itself a license to practice whatever it was that the graduate "professed." This practiced continued in the Renaissance, at which time instruction became increasingly secularized. Further, in England especially, training for certain

professions (e.g., law) gradually became disassociated from universities themselves (Brubacher, 1962, pp. 42-56).

An unabridged dictionary offers a number of different meanings for the term "profession," but it is usually described as a vocation which requires specific knowledge of some aspect of learning in order to have the practitioner accepted as a professional person. The now legendary Abraham Flexner recommended six criteria as being characteristic of a profession as far back as 1915 in an address to a group of social workers. A professional person's activity was (1) fundamentally intellectual, and the individual bears significant personal responsibility; (2) undoubtedly learned, because it is based on a wealth of knowledge; (3) definitely practical, rather than theoretical; (4) grounded in technique that could be taught, and this is the basis of professional education; (5) strongly organized internally; and (6) largely motivated by altruism, since its goal is the improvement of society (Flexner, 1915, pp. 578-581). The crucial aspect of this analysis was, however, "the unselfish devotion of those who have chosen to give themselves to making the world a fitter place to live in (Ibid., p. 590) and the presence or lack of this "unselfish devotion" will tend to elevate a doubtful activity to professional status or lower an acknowledged profession to a venal trade.

Professional preparation of teachers, at least to any considerable extent, is a fairly recent innovation. In early times the most important qualification for the position of teacher was a sound knowledge of of the subject. If the subject-matter was deemed important, the status of the teacher rose accordingly. For example,

when a larger percentage of the populace (recognized citizens) acquired a knowledge of reading and writing in the later years of the Greek period and in the Roman Era, the status of children's teachers declined, but those who taught the more complex subjects were highly respected (although not rewarded highly with money) (Brubacher, 1966, pp. 466 et ff.). Over the centuries public esteem accorded teachers has been highest when they have prepared students for what were considered to be the more important demands of life.

The medieval university, with its emphasis on the learned professions of theology, law, arts, and medicine, elevated the function of the teacher in the eyes of the public. Teachers who possessed background knowledge in the seven liberal arts -- knowledge that laymen could not comprehend -- were considered qualified to carry on with this art. At this time there was no such thing as professional education prior to becoming a teacher, at least in the sense that state or provincial certification is needed today on this continent in order to teach in the publicly-supported institutions at certain levels. During this period there was, however, a type of professional teacher organization similar to that of the medieval guild. Butts has explained that, "In the thirteenth century a career in university life became so important that it began to challenge a career in church or state as an outlet for the energies of able young men" (Butts, 1947, p. 179).

There were evidently not enough good teachers at the secondary level up through the period of the Renaissance. Despite this fact the status of teachers remained very low up through the

eighteenth century, and this can probably be attributed to a considerable degree to no type of development that might be classified as science of education. It was generally recognized that teaching was an art (a belief that prevails in many circles yet today), and this belief led to the position that the individual either had this ability inherently or not. During this period the Catholic Church made some progress in turning out good secondary teachers, but competent instructors were in very short supply, and conditions were even worse at the elementary level (Brubacher, 1966, p. 472 in quoting from Edmund Coote's English Schoolmaster).

In the late eighteenth and early nineteenth centuries, it was Prussia where the most headway was made in improving teacher education. The government gave strong support to this development under Frederick the Great. The teaching methods of Pestalozzi were later introduced to strengthen this program still further, and the system was copied extensively in America. The advancements made in the theory of pedagogy based on his approach to the child's nature were truly significant. These developments were "the product of the reform movement in education which tended toward realism and away from classicism -- an effort which had for its object the practical education of the masses, the fitting of youth for citizenship and the practical duties of life" (Luckey, 1903, pp. 27-28).

The United States. The status of teachers in the Colonial Period in the United States depended largely upon whether a teacher taught at the college level or in the lower branches of education. Once again it was a question of knowledge of subject matter with no emphasis on theory of pedagogy. The advancement that was made

in the nineteenth century came in the type of professional education offered to elementary school teachers through the rise and growth of the normal school idea. Gordy reports that elements of the German pattern were adopted in the first normal schools in the United States, but that much originality on the part of the early advocates was also evident (1891, pp. 20-21).

The years between 1830 and 1860 witnessed the struggle for state-supported schools, and by the end of this "architectural period" the American educational ladder as a one-way system was fairly complete. Once the various types of schools were amalgamated into state systems, attention was turned to the quality of teacher engaged for the educational task. Although there was a steadily larger number of state normal schools, improvement in the status of teachers came slowly in the period from 1860 to 1890. By the end of the nineteenth century, the normal school was a well-established part of the American educational system. However, the transformation of this type of institution from secondary status to college-level rank has occurred since the beginning of the twentieth century. With the tremendous growth of the number of public high schools, it became absolutely imperative for the normal <u>schools</u> to become normal <u>colleges</u> and to graduate men and women with degrees that would be accepted by accrediting associations as being roughly comparable to university degrees. (Interestingly enough, colleges and universities were uncertain about the role they should play in the technical phases of teaching in the nineteenth century; thus, so-called professional education for teachers was quite often no better than normal school training.)

The Twentieth Century. This century has witnessed a number of significant developments in teacher education, but primarily for elementary and secondary school teachers. Normal schools became normal "colleges" and were subsequently designated as teachers' colleges. During the 1950's and 1960's most of these institutions were elevated to university status by the proclamation of state legislatures. In a number of cases such declaration was undoubtedly premature, because the "scholarly writing and research" component of many of these universities has been very slim indeed. Also, a full component of schools and colleges representing the many disciplines and professions has been lacking.

Education as a professional area of study has gradually made an inroad into most of the well-established, leading colleges and universities, but it has yet to justify the disciplinary status that is claimed by many. Yet there was such a demand for secondary school teachers that it seemed unreasonable for these institutions not to make some provision for such programs in their educational offerings. Thus, despite the fact that colleges and universities did not require that their professors present evidence of course work in professional education leading to certification, more than 500 institutions of higher education added such programs between 1900 and 1930 to help prospective teachers meet the teacher certification requirements imposed in the various states.

Professional Preparation for Physical Education

Professional preparation for physical education in the United States began in 1861 when Dio Lewis started the first ten-week diploma course (Lewis in Barnard's American Journal of Education). The Normal School of the North American Turnerbund began in 1866

in New York City (North American Turnerbund Proceedings, 1866). In many instances these early schools were owned by the individual or society sponsoring them, but eventually these normal schools underwent a distinct transformation. Names were changed; curricula were expanded; staffs were increased in number greatly; degrees were offered; and eventually affiliation with colleges and universities took place (Zeigler, 1962, pp. 116-133).

The field has been influenced by a variety of societal forces as the American scene changed. Foreign traditions and customs held sway initially, but gradually a fairly distinct American philosophy of physical education meerged. If there was indeed a "fairly distinct" image, it has since become blurred as it became possible to delineate the various educational philosophical trends (Zeigler, 1964, Chapters 5, 7, 9, 11). Such occurrences as wars and periods of economic depression and prosperity have typically brought about sweeping changes.

In the period from 1900 to 1920 educators began to take the place of physicians as directors of professional programs (Elliott, 1927, p. 21). In addition, many publicly-supported colleges and universities had entered the field and were awarding baccalaureate degrees upon the completion of programs with majors in physical education. Specialized curricula were developed in schools of education, but they were organized independent of professional education schools as well in several other organizational patterns. The subsequent establishment of separate schools and colleges of physical education within universities has had a truly notable influence on professional preparation and on the status of the field as a whole (Zeigler, 1972, p. 48).

In the twentieth century many leaders have urged that a stronger "cultural" education be provided for prospective physical teachers. A need was expressed further for an improved background in the foundation sciences. Until recently there was a definite trend toward increasing the so-called general professional education course requirement. A number of studies have indicated a lack of standardization in course terminology within the specialized professional education area as it was typically designated) of health, physical education, and recreation (for example, see Professional Training in Physical Education, 1927, p. 41).

In the decade after World War I -- a conflict which exerted a tremendous influence upon the field forcing a flood of state health and physical education laws, some 137 colleges and universities joined those already in existence to offer professional education in health and physical education (Zeigler, 1950, p. 326). As a result, school health education and physical education were interwoven in a somewhat confusing manner in the curriculum. In addition, courses in recreation, camping, and outdoor education were often introduced. Gradually separate curricula in school health and safety education and recreation leadership were developed in many of the leading universities functioning in the field. A series of national conferences helped to bring the various curriculum objectives into focus (for example, see the National Conference on Undergraduate Professional Preparation in Physical Education and Recreation, 1948). Presently there is a strong trend toward specialization of function which may take the present three areas still further apart (and this seems to include dance and ath-

letics as well). The American Association for Health, Physical Education, and Recreation, the largest single department of the National Education Association, has been a great unifying force in the total movement, but nevertheless the various philosophies of education are almost impossible to overcome as consensus is sought.

There have been many attempts to improve the quality of professional preparation through studies, surveys, research projects, national conferences, and accreditation plans. Snyder and Scott recommended careful consideration of the "competency approach" in the 1950's as a means of improving the entire professional preparation process in physical education (1954). Influences such as the need for a disciplinary approach and economic pressures (accompanied by the introduction of higher educational boards at the state level) have had a marked effect on colleges and universities offering professional programs in the field. The leaders in the field are currently moving most carefully, often with great introspection, as they look to the future. The current "shake-down" taking place in higher education may yet prove to be beneficial to physical education, but only if wise leadership and dedicated professional effort is able to influence the rank and file of the profession to raise their standards higher than they appear to be at the present.

Selected Problem Areas in Professional Preparation History

Since the early development of teacher education in physical education, a great number of developments have taken place which, in many instances, either solved specific problems or created new

areas of concern. In a study published in the late 1920's, five "outstanding developments in professional training" were listed as follows: (1) the philosophy of physical education has undergone a change; (2) educators take the place of physicians as directors; (3) academic degrees are granted for major units in physical education; (4) specialized curricula in physical education are offered in schools of education; and (5) the organization has become very complex (Elliott, 1927, pp. 16-23). In the process of this investigation, however, Elliott found that many "interesting problems" presented themselves for further study as follows:

1. An investigation of the qualifications and functions of the physical educator.
2. The need of a selective process in the admission of students to professional curricula which will not only determine mental and physical fitness, but personality and leadership qualifications.
3. The organization of a professional curriculum, with a greater freedom of election than is now in practice, which will provide the necessary and desirable professional preparation in physical education, as well as the cultural background.
4. The organization of courses, especially in the foundation sciences, anatomy, physiology, etc., that are adapted to satisfactorily meet the needs of students majoring in physical education.
5. A standardized nomenclature in physical education.
6. Means of coördinating the several departments, schools and colleges which contribute to the professional curriculum . . .
7. The determination of the minimum essentials for the preparation of teachers . . .
8. The organization of graduate work in physical education for specialists, administrators, and directors of physical education (Ibid., pp. 56-57).

The present author, in undertaking a comprehensive history of professional preparation for physical education in the mid-1940's, subdivided his investigation into a number of persistent problems, or areas of concern, which confronted those concerned with teacher

education in physical education since it began in 1861 in the United States (Zeigler, 1950). Thus, he was concerned with describing the historical development in each of the following topical headings that are enumerated briefly:

Selective Admission, Placement, and Guidance. The first school had no entrance requirements, but by 1948 complicated routines were involved. The trend in the 1950's was toward generalization of entrance requirements, working toward a continuous, long-range program of selection.

Curriculum -- Aims and Methods. The aims and methods of the early schools varied greatly, but toward the end of the 1800's some leaders were taking an eclectic and fairly scientific approach. In the period from 1920 to 1950, a unique American philosophy of physical education developed, and the physical educator was conceived as a person of more professional stature. Although many still think primarily of "courses taken," the curriculum is also being conceived as all the experiences provided for the development of the professional student.

Curriculum -- Length of Course and Types of Degrees. The first course for training teachers of physical education extended for a ten-week period, and the successful student received a diploma. Now the professional student in physical education may be awarded the doctor of philosophy degree, or the doctor of education degree, upon successful completion of a program extending over a seven-year period at least.

Curriculum -- Specific Courses and Trends. Early curricula in the field varied greatly with some including about as much knowledge

of the body as an early medical doctor would be expected to know. The program varied depending upon which foreign system of gymnastics was being propounded. In the twentieth century there was a gradually broadening outlook including a fair distribution over the general academic, basic science, professional education, and professional physical education courses. In the 1920's the most prevalent specialized curriculum was that of athletic coaching, but in the 1930's the emphasis shifted so that a coach, an academic teacher, and a gymnasium instructor were desired in that order.

In-Service Training of Teachers -- Summer Schools, Professional Organizations, Professional Periodicals. In the late 1800's and the early 1900's a number of summer training programs in physical education began (e.g., the Harvard Summer School of Physical Education under Dr. Sargent). This movement really expanded in the 1920's, so that by 1931 the total number of summer sessions was 654, or approximately twenty-eight and six-tenths per cent of the total number of teachers (273,148 enrolled)(National Education Association, Research Division, 1931). In addition, a number of professional associations have been organized by people with special professional interests in the field (e.g., The National College Physical Education Association for Men in 1897). Still further, either as organs of these associations or separately, a number of professional periodicals were started (e.g., Mind and Body of The North American Gymnastic Union).

Administrative Problems of Teacher Training. Four other "administrative problems" were delineated as follows: (1) staff evolution; (2) growth in the number of training programs; (3)

teacher certification and state laws involving a steady trend toward centralization of certification in state departments of education along with a progressive raising of minimum requirements; and (4) professional status and ethics, an area in which there has been some development within the so-called education profession (but not for the various individuals relating to physical activity professionally in the public sector).

Contrasting Philosophical Positions Within Professional Preparation

Broadly speaking, it is possible to delineate among educational progressivism, educational essentialism, and a philosophy of language approach to educational philosophy in relation to professional preparation for physical education. In any attempt to do this, the "teacher of teachers" should keep in mind that progressivism is greatly concerned about such elements as pupil freedom, individual differences, student interest, pupil growth, no fixed values, and that "education is life now." The essentialist believes that there are certain educational values by which the student must be guided; that effort takes precedence over interest and that this girds "moral stamina"; that the experience of the past has powerful jurisdiction over the present; and that the cultivation of the intellect is most important in education These beliefs attributed to each broad position are, of course, only representative and not inclusive (Zeigler, 1963, p. 10). Existentialist "flavoring" in educational philosophy may typically be viewed as somewhat progressivistic in nature, mainly because it is individualistic and quite often fundamentally atheistic or agnostic. A philosophy of language approach may be regarded as neither -- neither progressivistic or essentialistic. It is basically concerned with language and/or

conceptual analysis -- the former being based on the belief that much of the confusion and disagreement over philosophy emanates from misuse of language in various ways, while the latter seems to incline a bit more toward a technique which seeks to define a term or concept (as opposed to how it is used). Somewhat broader analytic philosophy provides "a rational reconstruction of the language of science" (Kaplan, 1961, p. 83).

An attempt will now be made to enumerate some eleven aspects of teacher education about which there has been sharp divisions of opinion historically. It has been possible to achieve some consensus on these problems from time to time through the medium of a number of national conferences on teacher preparation that have been held in the United States since the late 1800's. All factions are in agreement, of course, on a statement that qualified teachers are the most important determinant of the status of the profession; yet, there are many areas of disagreement in which consensus is a long way off -- or indeed may never be found. Such disagreement will not <u>necessarily</u> be resolved through democratic employment of the ballot box at national conferences; however, such a technique is fundamental in a democratic society, and the influence of a majority on a contentious issue should be helpful but not "overwhelming to the undecided or recalcitrant individual."

<u>Course Emphasis -- Technique or Content?</u> The first of the eleven problem areas to be discussed briefly is the question of whether the prospective teacher/coach needs more or less time spent on courses emphasizing technique rather than content. Historically the essentialist is typically suspicious of the value of the so-called

general professional education courses; he tends to believe that teaching is much more an art than a science. The idealistically oriented essentialist would be inclined to stress the need for the physical educator to have somewhat more of a background in the humanities, while the essentialist with a natural realistic orientation has usually wished to place increased emphasis on the foundation science courses (Zeigler, 1964, pp. 263-265)

"Competency Approach" vs. "Courses & Credits Approach". The previous discussion leads to a further problem that has plagued teacher education historically and still has not been resolved. This is the possible use of the "competency approach"(Cf. p. 10) as opposed to the "courses and credits approach" that has been with the field traditionally since the first professional program was introduced in 1861. As matters stand now, the student takes a certain number of courses while attending college for a required number of years. Upon graduation the "teacher" receives his degree for the successful completion of 132 semester hours, more or less, and a provisional teaching certificate -- a certificate which informs local school boards that the recipient is presumably a competent, educated person able to teach physical education to the youth of the state. The problem is that there is no guarantee that graduating seniors will be able to function well as intelligent citizens and competent professionals unless there is developed a more effective means of assessing their abilities as determined by specific competencies developed through selected experiences with subject matters as resource areas.

Over the years the essentialistic teacher educator has not been disturbed at all about the pattern in which the students take

a certain number of specified courses for a required number of years; earns the required number of credit hours with approximately a C plus grade point average; and then goes out to teach if he can find a job. The education progressivist, conversely, has seemed to be more concerned about what is happening to this individual as this process goes on, especially insofar as his knowledge, skills, and competencies are concerned -- and specifically as these may be related directly and evaluatively to excellent teaching performance.

Relating Language Analysis to the Competency Approach. When a special committee at Illinois related a language analysis approach to teacher education in physical education in 1963, the author was charged with preliminary preparation of a statement employing this ordinary language terminology. The members of the committee were not approaching their task in either an essentialistic or progressivistic manner; they were merely attempting to define the terms that are typically employed and then to place them in proper perspective. Thus, after this process had been completed, when a specific term (e.g., "competency") was employed, they knew where it fit into the pattern being developed and how the term was being used. (For purposes of this presentation, therefore, this philosophy of language approach is clearly understood as possessing no value orientation such as is the case with either progresivism or essentialism.)

The results of this deliberation was as follows: the student enrolled in a professional preparation program in physical education and sport is afforded educational experiences in a classroom, laboratory, gymnasium, pool, field, or field work setting. Through various

types of educational methodology (lectures, discussions, problem-solving situations in theory and practice, etc.), he hears facts, increases his scope of information (knowledge), and learns to comprehend and interpret this material (understanding). Possessing various amounts of ability or aptitude, the student gradually develops competency and a certain degree of skill. It is to be hoped that certain appreciations about the worth of his profession will be developed, and that he will form certain attitudes about the work that lies ahead in his chosen field. To sum it up, there are certain special duties or performances which the student preparing for the teaching profession should fulfill (functions). Through the professional curriculum, he is exposed to specific problems which he must face successfully. Through planned experiences, with a wide variety of resource areas to serve him as "depositories" of facts, he develops competencies, skills, knowledge, understanding, appreciations, and attitudes which will enable him to be an effective educator (his chosen profession) (Zeigler, 1974, pp. 11-13).

Specialization or Generalization in the Curriculum? A fourth problem that has been face by the field in this century has been the question of whether there should be a specialized curriculum or a generalized program that might include health and safety education (including driver education) and recreation education. Those with an essentialistic orientation have felt typically that the trend toward generalization of function must be halted; many professional educators with such an orientation would prefer that attention be devoted toward turning out a good physical education teacher or gymnasium instructor -- an exercise specialist. The essentialist

tends to believe that the field has "spawned" many of these allied fields, but that they have now "grown up" and should be allowed (urged) to "try out their own wings." Some with an essentialistic orientation believe that physical education can be considered curricular, but there is almost unanimous agreement that all of these other areas are really extra-curricular. The educational progressivist, conversely, believed -- at least until the disciplinary emphasis of the 1960's arrived -- that we should include any and all of these areas (e.g., health and safety education) within a department or school and as a part of the physical education major curriculum.

Election versus Requirement in the Curriculum. The pendulum has been swinging surely and steadily back and forth in connection problem area #5 from generation to generation over the past 100 years. The writer recalls a professional curriculum of twenty-five years ago in which a student was allowed one elective course in the senior year -- and even with this "elective" the young man or woman was urged to selected a basic geography course. Now twenty-five years later there is almost complete freedom of election in the same university, and a student could graduate without taking anatomy and physiology! It is true that the "elective promiscuity" of the 1960's is now being changed, however, and a modified or basic core of courses is being established as a requirement in both the humanities and social science aspect of the curriculum and the bio-science division as well.

Influence of Competitive Athletics. Most women in the field of physical education have been appalled by the strongly materialistic influences that have beset men's athletics since the early

years of the twentieth century. In making every effort to set "proper standards" for women in this regard, it is quite possible that women physical educators in the United States tended to "throw out the baby with the bath water." During the decades when interscholastic and intercollegiate athletics for women were zealously kept under control and at a very low level, Canadian women physical educators maintained competitive sport for women in educational perspective and at a slightly higher level of competition in the colleges and universities. Now the situation has very definitely changed, however, and the social influence of "women's rights" is bringing about a new emphasis on women's competitive sport throughout the land. Recent Title IX legislation clearly means that women should have exactly the same opportunities as men in competitive sport, and one conjectures in horror whether the women's program will inevitably lose almost all sight of sound educational perspective in the process. The almost plaintive statement of the American physical educator which maintains that "we don't have any problems with intercollegiate athletics; we are completely separate from them" is almost as frightening as the rationalization of the politicans caught in the Watergate fiasco. Both educational essentialists and educational progressivists decry the materialistic excesses operating within competitive sport in education, but they seem almost powerless to combat these abuses successfully. The essentialist is typically probably a little less disturbed, because he may see this activity as extra-curricular, whereas the progressivist, who sees this experience as potentially curricular in nature, is disturbed greatly by such an evil.

Discipline Emphasis versus "Professional Preparation". It

is now recognized by almost all that the need for a disciplinary orientation to a body of knowledge for physical education that became evident in the early 1960's has somehow challenged or threatened those who felt that the field's primary mission was to prepare teachers and coaches of physical education and sport primarily for the secondary schools. This would not seem to be an "either-or" decision that must be made, because most certainly any true profession needs enough supporting scholars and researchers providing the necessary knowledge required for successful functioning. For a variety of reasons the field of physical education has not attracted a sufficient quantity of scholars in the past, although fortunately the situation has improved in the past ten years. This previous deficiency has resulted in physical education as a field "acquiring a rather massive inferiority complex," and is it any wonder, therefore, that the theory and practice of human motor performance (or human movement) has not been considered acceptable for introduction into the educational curriculum at any level?

The Bio-Science versus the Humanities-Social Science Conflict. An eighth problem that has come into sharp focus recently -- although it has surfaced on occasion in the past -- is the actual conflict that has developed between those in the field who feel that a bio-science approach is sufficient for its fullest development. Thus, their efforts are devoted fully in this direction, and they decry any expenditures for the development of the humanities and social science aspects of the profession. Of course, this is not the first time in education or elsewhere when "haves" became worried about "have-nots" wanting to get support for their work,

and the present financial cutbacks in university support may make this problem more acute. Still further incidents of this type, such as isolated efforts by social scientists to downgrade the humanities aspects of the field represent the type of internecine conflict that will inevitably be self-defeating for the entire field of physical education and sport (and even here there is often unreasonable hostility against those who would retain or discard the term "physical education").

The Accreditation of Teacher-Preparing Institutions. Efforts to improve the level of teacher education generally, and physical education specifically, have resulted in several approaches to the matter of accreditation. Over the past forty years or so, a number of attempts have been made to standardize professional curricula with some positive results. Many national conferences in both general professional education and in this specialized field have been held in an attempt to determine desirable practices for teacher education institutions. From this movement have evolved standards to be used by teams of professionals serving under accrediting agency auspices. The first step was the establishment of evaluative criteria for the rating of professional programs, and at this time individual departments were encouraged to undertake self-evaluation of major programs. More recently, however, the National Council on Accreditation of Teacher Education began conducting institutional surveys as rapidly and as carefully as possible. The entire field of teacher education is involved in this effort, and accreditation is being withheld from institutions that do not meet the prescribed standards. There is a considerable amount of consensus between the essentialists and the progressivists about this

development, even if their agreement is not always based upon the same reasoning for backing this move by NCATE. The progressivist typically supports the concept of self-evaluation and believes that standards should allow room for flexibility, while the essentialist would generally vote to eliminate sub-standard institutions from the teacher education field if their programs' standards are not elevated within a fixed period of time.

Involvement of Students in Evaluation Process. A tenth problem has been the extent to which students are allowed or encouraged to share in the evaluation of the professional program's progress. Typically, the progressivist has seen a great deal of merit in such a process, whereas the essentialist has avoided the employment of such an evaluative technique. The student unrest of the 1960's and public disenchantment with colleges and universities have forced essentialistic professors and administrators to accept course evaluations by students as a "necessary evil." The publication of course evaluation manuals by student organizations has met with considerable hostility on the part of segments of the faculty. Still further, demands that such evaluations be employed by committees on promotion and tenure have brought strong reactions by professors on the assumption that "the immature cannot possibly evaluate correctly what they do not fully understand."

Patterns of Administrative Control. The final problem (#11) to be discussed at this time relates to the question whether the approach to the administrative function within education has a vital part to play in the achievement of the objectives of the professional preparation program in physical education. The educational essentialist tend to see administration as an art, while the progres-

sivist views it as a developing social science -- that is, all evidence should be brought to bear in the administrative process, while the program is being administered artfully. An educational progressivist serving as an administrator would seek to conduct the affairs of the department in a truly democratic manner and would encourage faculty members to share in policy formation. The chairperson would encourage faculty, staff, and students to offer constructive criticism in a variety of ways. The essentialistic administrator tends to function on the basis of his ascribed authority which has been centralized through a line-staff pattern of control. He has the ultimate responsibility and, although he may ask for opinions of faculty members -- and indeed there are aspects of the university situation now where faculty and even students vote on important matters -- he would not hesitate to overrule majority opinion if he were convinced that some incorrect decisions had been made. In the final analysis there is still no firm understanding in an evolving democratic society as to what constitutes the best type of "democratic process" within a college or university's pattern of administrative control. Thus, because man is an imitator, and professional students will not be exceptions to this generalization, it is most important that undergraduate students observe (and take part in?) the finest pattern of administrative control consistent with representative democracy.

Six Recommended Criteria -- Summary and Conclusions

The main objective of this paper was to offer some historical perspective on contrasting philosophies of professional preparation for physical education in the United States. It was hypothesized

that there were contrasting philosophical positions or stances, and that they could be classified roughly as "progressivistic," "essentialistic," or based on a "philosophy of language approach." To accomplish his objective, the writer combined one technique of historical method -- a "persistent problems" approach -- with two techniques of philosophical method -- a combination of "structural analysis" and "ordinary language" approaches.

The history of professions in general was reviewed very briefly, with teaching singled out for special attention. Then a brief summary of the history of professional preparation for physical education in the United States was discussed, with emphasis on certain types of problems that have occurred. The third part of this presentation involved an enumeration of selected historical problem areas in teacher education in physical education, and this was followed by a comparative analysis of the philosophical stances that seemed to underly the contrasting positions. The following eleven problem areas were identified on the basis of the writer's ongoing historical assessment of professional preparation for physical education:

1. Course Emphasis -- Technique or Content?
2. "Competency Approach" vs. "Courses & Credits Approach".
3. Relating Language Analysis to the Competency Approach.
4. Specialization or Generalization in the Curriculum?
5. Election versus Requirement in the Curriculum.
6. Influence of Competitive Athletics.
7. Discipline Emphasis versus "Professional Preparation".
8. The Bio-Science versus the Humanities-Social Science Conflict.

9. The Accreditation of Teacher-Preparing Institutions.

10. Involvement of Students in Evaluation Process.

11. Patterns of Administrative Control.

Conclusions. On the basis of ongoing historical investigation and philosophical analysis of professional preparation for physical education in the United States, it seems possible and reasonable to draw the following conclusions:

1. That physical education is considered typically to be part of the teaching profession, a field of endeavor that has many of the earmarks of a true profession (although its internal organizational structure could be strengthened considerably).

2. That professional preparation for physical education has undergone a process of emergent evolution over the past 113 years, during which time it has been influenced by a variety of societal forces.

3. That greater progress may have been made in the United States in the area of professional preparation for physical education, but that there are strong influences evident at present that may retard the field's progress seriously.

4. That the most serious problems confronting professional preparation for physical education in the United States at present are as follows:

   a. The need to graduate competent, well-educated, fully professional physical educators and coaches.

   b. The need to develop sound options within the professional curriculum in which specialization is encouraged.

   c. The need to control competitive athletics for both men and women in such a way that the entire educational process is strengthened -- rather than distorted as it is at present.

   d. The need to develop a sound body of knowledge in the humanities, social science, and bio-science aspects of physical education and sport.

   e. The need to fully implement patterns of administrative control within educational institutions that are fully consonant with a desirable amount of freedom in an evolving democratic society.

Recommended Criteria for a Philosophy of Professional Education.

At the end of a paper such as this -- one that has reviewed its topic historically; delineated its historical "persistent problems"; and attempted to place them in some sort of educational philosophical perspective; it was considered reasonable to draw some conclusions based on the investigation and analysis carried out for the past twenty-five years, and which was reviewed here briefly in respect to professional preparation for physical education in the United States. Finally, one last step will be taken -- the recommendation of six criteria whereby a philosophy of professional education might be developed by any sincere, reasonably intelligent individual practicing in the field. The position taken here is that a philosophy of professional education should -- to be most effective -- include the following:

1. The expression of a position concerning the nature of the universe (metaphysics). (To the extent that such a position is possible, it should be founded on knowledge that is systematically verifiable -- or at least recognition of non-verifiability should be admitted.)

2. A statement about the possibility of the acquisition of knowledge (epistemology). (Such a statement should be logical and consistent in its several divisions.)

3. A determination of educational aims and objectives in relation to societal aims or values (axiology). (Such aims should be both broad and inclusive in scope.)

4. A design of action for education. (Education should be meaningful and enjoyable, as well as practical and attainable.)

5. A design for implementation of general professional education. (This should be based on the achievement of knowledge, competencies, and skills through planned experiences.)

6. A design for implementation of specialized professional education. (This should also be achieved through the acquisition of knowledge, competencies, and skills as a result of carefully planned experiences.)

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